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ABSTRACT

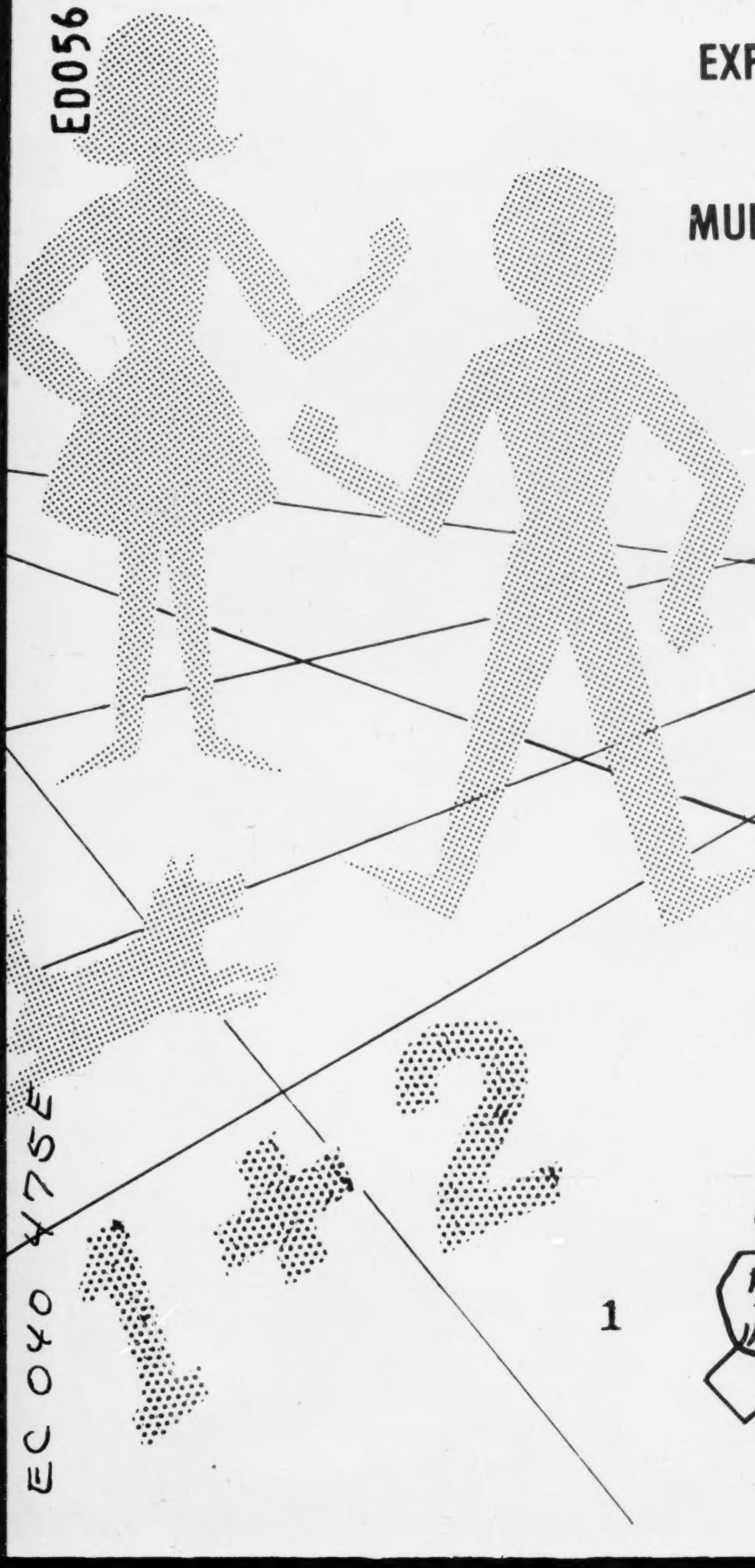
Described is a 6 week summer school demonstration project for 25 multiply handicapped deaf and educable mentally retarded children, aged 8 to 12 years old. The overall purpose is said to be development of knowledge for establishing ongoing programs for multiply handicapped deaf children in local communities or within existing framework of the Indiana School for the Deaf. Staffing includes five certified teachers of the deaf and three certified teachers of the mentally retarded. Recreational and dormitory personnel are also involved. Instructional grouping is shown to result in eight classes with homogeneous grouping. Program objectives are: development of socially accepted behavior, self care skills, and printing and writing; academic achievement in mathematics, reading, and language; speech and auditory training; communication skills development; motor development; and improvement of visual perception. A typical day is described. Instructional materials used in the program are explained to be either industrial made or workshop prepared. Teachers are said to have tried many educational techniques. Progessional consultants include three clinical psychologists who observed and helped evaluate the children's performance. Parent participation is briefly noted. (CB)

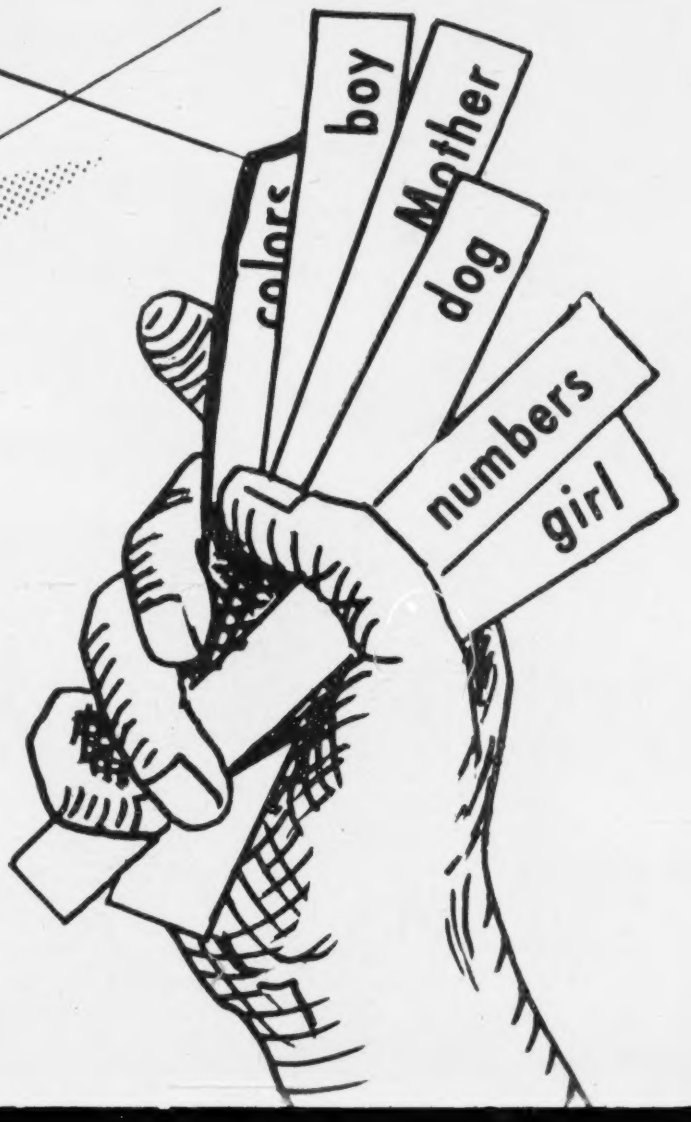
ED056435

EXPERIMENTAL CLASSES for MULTIPLY HANDICAPPED DEAF CHILDREN

Houk

Summer 1970





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EXPERIMENTAL CLASSES FOR MULTIPLY HANDICAPPED DEAF CHILDREN

Summer 1970

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Conducted under provisions of the Elementary and Secondary Education Act of 1965, Title I. Public Law 89-313, Project 70-1. Administered by the Indiana State Department of Public Instruction.

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ED056435

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ACKNOWLEDMENTS

The project staff expresses its sincere appreciation to all those who contributed in any way to the selection and placement of children, implementation and evaluation of the program, and ultimate success of the Experimental Classes for Multiply Handicapped Deaf Children.

Special acknowledgment is made to the following:

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Mrs. Adamay Alexander, artist, for designing the cover;

Mrs. Nedra Cobb, secretary, Indiana School for the Deaf for her assistance during the school session.

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FOREWORD

In the past, education of deaf children in Indiana has been generally the responsibility of the state and administered through one or more state agencies. Similarly the education of retarded children, or children with some other debilitating handicap, has also fallen to the state for organization and implementation.

Examination of applicants to the Indiana School for the Deaf reveals an increasing number of children who are both deaf and handicapped in some other way. For example, many of these children are diagnosed as mentally retarded. The admission policy of the school and its lack of facilities for the multiply handicapped child rule out enrollment of mentally retarded deaf children. Other state agencies are rarely able to provide suitable educational programs. Therefore, the problem arises as to where these multiply handicapped children can receive a proper education.

The histories of many of the children admitted to the 1970 summer experimental classes show little formal education. In some cases, the children had attended no school and had received no formal education. Some of the students had been in some type of structured educational program in the past, but due to inappropriate curriculum, they failed to progress and consequently were excluded.

The need for adequate educational programs for multiply handicapped deaf children in the State of Indiana is obvious. The fact that many such children have been unable to receive an education in suitable programs in their local communities is compounded by the lack of curriculum, trained personnel, and specific materials that may be employed to raise the children's educational level. Therefore, these experimental summer classes were offered for a second summer as an attempt in discovering additional answers that will help in establishing quality programs throughout the State of Indiana for such children.

This workshop considered the problems of twenty-four multiply handicapped deaf children from Indiana. The workshop participants, all staff members at the Indiana School for the Deaf or Noble Center in Indianapolis, employed their past experience and knowledge in a search for solutions to the above-mentioned difficulties. The staff members believe that the experience gained during this summer school and the recommendations printed herein may be used to implement good educational programs for such children. Indeed, they must be implemented if the state and other governmental units are to meet their responsibilities in providing meaningful education for multiply handicapped deaf children.

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NATURE OF THE PROJECT

This project was purely experimental in nature. The major purpose was to develop a wide range of knowledge that could be used to establish ongoing programs for multiply handicapped deaf children in local communities or within the existing framework of the Indiana School for the Deaf. Due to a similar program having been conducted during the summer of 1969, much essential information was available; however, it was felt that additional information was needed to develop a suitable curriculum; to test and evaluate new, innovative materials; and to disseminate needed information for future programs. Therefore, these summer experimental classes were established to gain additional necessary knowledge concerning multiply handicapped deaf children and to educate such children to a higher level. A further purpose was to discover how the present program at the Indiana School for the Deaf might be changed to serve better those children who may fall into the borderline classification and who are in the present program. It is taken for granted that there are currently enrolled a significant number of children who might fit into this classification. Therefore, methods to be used in program improvement were also a matter for concern.

Being experimental, the classes were organized so that they afforded the greatest possible latitude for the teachers to test established methods of instruction or to introduce new methods. Conventional-type materials were used along with new and innovative media. The method of utilizing both existing and novel material provided some guidelines for

experimentation. In essence, this kept the experimentation within limits of reason, yet without stringent guidelines which are self-imposed in the regular classroom. Utility of media produced by the auxiliary materials workshop could be evaluated to allow for alteration where needed.

The time limit of six weeks was somewhat restrictive. In order to establish more valid conclusions, the classes would have to be carried on for a considerably longer period of time. A long range analysis of results will afford a more meaningful evaluation of all that was tried in the course of this project. In an attempt to provide the needed valid conclusions, the Indiana School for the Deaf will conduct a full school term program under Title III for five multiply handicapped deaf children. Said program is scheduled during the 1970-71 school year and will be designed to meet the needs of five students selected from these summer classes. Additional evaluations will be available at the termination of the school year.

CRITERIA FOR THE PROGRAM

The criteria used for establishment of the experimental summer classes determined the direction that the entire summer program would take. Hinged to the criteria were the selection of students, the type of curriculum, the methods of education, etc.

Two major criteria for this program were that each child should be either severly hard of hearing or deaf and that his measureable intelligence quotient should be between 60 and 79. In other words, the children were educably retarded deaf children.

The students could possess other handicaps in addition to hearing loss and mental retardation, but these handicaps must be of a secondary nature and not impose greater limitations on the classroom procedures. The children must be between the ages of 8 and 12. In addition, a residential program would be available to all students.

These criteria were closely adhered to in establishing this program. Each student fell within the prescribed categories and was taught by a qualified teacher of the deaf and/or of the mentally retarded.

SELECTION OF CHILDREN

Although it would seem by reading the criteria that it would be difficult to discover children who fell within these limited ranges, the opposite was true. Names of children selected for possible enrollment in the summer experimental classes were taken from lists of those students who had been excluded from the Indiana School for the Deaf at an earlier date. Most of the students had had a limited amount of schooling in public schools or by private educational agencies within their local communities. A few children had only the education obtained through the experimental classes conducted by the Indiana School for the Deaf in the summer of 1969. Two of the students had never attended any educational facility and, therefore, had no formal education. In all instances, children who had prior school experience were in classes designed for children who were either only deaf or only mentally retarded. No child was in a program designed to meet his specific needs.

The school psychologist compiled for the workshop staff a list of twenty-five names along with clinical information contained in the school files. A second list of approximately the same number of names was prepared as an alternate list. The staff then composed a letter (see Appendix A) to the parents of these children stating the intent and purpose of the experimental classes. It was reiterated that the results of the experimental classes were in no way binding on the school and that comments made by individuals concerning the classes were individual opinions and of no significance insofar as future educational placement at the sponsoring school was concerned. Included in the letter were standard application forms used by the school. Each form was stamped to indicate it was only for the experimental classes.

Responses from the first mailing resulted in twenty acceptances and five non-acceptances to the summer program. Five students were then selected from the alternate list to be invited to participate in the summer classes. They were sent an identical letter and forms as for the first group. All five alternates were enrolled in the summer program.

From the twenty-five children accepted in the summer program thirteen were boys and twelve were girls. These twenty-five children exhibited varying backgrounds and handicaps.

STAFFING

The teachers selected to work in this project were regular staff members of the Indiana School for the Deaf or the Noble

Center in Indianapolis. Five teachers were certified teachers of the deaf and three teachers were certified teachers of the mentally retarded. This provided an exchange of knowledge in the two specialty areas as suggested in the recommendations from the program conducted during the summer of 1969. For the most part, extensive experience in dealing with deaf children or mentally retarded children with special learning disabilities was available. All teachers were dedicated to the purposes of the project and worked well together in sharing knowledge from their specialty area.

A regular interchange of ideas and suggestions during individual and group conferences led to improvement and revision of methods. Teachers had complete freedom in the choice of methods and materials to be used, this being consistent with the experimental nature of the project and its goal of providing guidelines for future educational programs.

Two of the teachers were deaf, and five were hearing. All had some graduate training, and one had a master's degree in special education. The staff recognized the value of graduate training and saw the need for more emphasis on the training of teachers in the field of the multiply handicapped.

In addition to the educational staff cited, other personnel were employed to work with the children in their out of school hours. Two teachers conducted daily recreational activities for the children. These teachers were regular staff members of the Indiana School for the Deaf and had extensive experience in teaching children with learning problems.

Dormitory personnel were also needed. Eight dormitory

counselors were employed to supervise the children in their leisure time activities. Four counselors--three male and one female--supervised in the boys dormitory and four counselors--all female--supervised in the girls dormitory. All were regular staff members at the Indiana School for the Deaf with extensive experience in dormitory supervision. These people provided a needed and integral part of the total program for the twenty-five children enrolled in the summer classes.

GROUPING

Upon receipt of all available clinical information concerning the children making application for the summer program, there was a need to establish some criteria for class grouping. As the children were selected from the group previously excluded, there was a common denominator of below-average mental ability. The degree of hearing impairment was not considered a factor in the grouping of these children because of the similarity of the secondary handicaps and because no concentrated effort to teach speech would be made.

In light of the foregoing characteristics, the grouping was based largely on chronological age. The staff was aware that this factor would be a poor choice if it were the sole criterion. Nevertheless, when all factors were considered, the children were divided into working groups of two to four students each. This resulted in five classes with four to six children in each class.

During the first week of the summer classes the students were carefully observed by the supervising teacher, the class-

room teacher, and the consulting psychologist. After a few days it became apparent that changes in classroom assignments were needed. Toward the end of the week a rating form (see Appendix A) was completed for each child by the classroom teachers. This served as the major basis for change. In addition, teacher observations, hearing levels, and secondary handicaps of the children were considered. Among the secondary handicaps of the children were autistic tendencies, visual perception difficulties, visual-motor problems, mild cerebral palsy, inappropriate socialization, aggressive behavior, and little or no communication skills. In view of all these additional types of information about the children, eight classes were established which provided more homogeneous groupings than the original class placements. One class had two students, five classes had three students, and two classes had four students. These new groupings provided better interchange among students in group activities and more individual attention to each child. Through rotating assignments in out of class activities such as free play and lunch, the children had contact with all of the teachers. This arrangement proved most helpful in the performance assessments of the individual children.

OBJECTIVES

General Objectives:

Before the summer classes began, it was necessary to give guidance and coordination to the total program. Therefore, the staff met to discuss general objectives for the classes.

Special consideration was given to the present level of the children and to the level which it was hoped to attain at the end of the six weeks. Since it was apparent that the children were functioning at several levels, general objectives were written to encompass all the students. It was realized that each child could not attain successfully all of the objectives. The following objectives were written for the total summer program:

1. To provide formal education for these children to include the following:
   a. Motor training--gross and fine.
   b. Visual discrimination.
   c. Vocabulary building.
   d. Number concepts--progressing from simple identification of numbers through simple addition.
   e. Reading--using both new and old vocabulary in short, simple sentences.
   f. Writing--perfection of either printing or cursive writing.
   g. Communication--oral, fingerspelling, signing, or a combination of all.
2. To teach the children to be independent within the confines of the school for the deaf. This involved going from the dormitory to the classroom, to the gymnasium, and to the dining room independently.
3. To experiment with new teaching techniques and materials. Such materials would include those developed by the school's Materials Workshop for the Multiply Handicapped Deaf Child (see separate printing) and those provided by industries.
4. To determine the feasibility of establishing a full-year program at the Indiana School for the Deaf for multiply handicapped deaf children.
5. To discover ways in which borderline deaf children now enrolled at the Indiana School for the Deaf might be served more effectively.

6. To share information learned through these summer experimental classes with those in the public school in an attempt to improve existing programs or to establish qualified programs for children who are not admittable at the Indiana School for the Deaf.

7. To select five children from this program who could most profit from a full school year program to be conducted starting in September 1970.

8. To observe and evaluate the progress of the children in the summer program. This was done weekly through the combined efforts of the supervisor, the classroom teacher, the home care personnel, and the consulting psychologist so that curriculum and schedules can be changed to reflect the needs of the students.

Specific Objectives:

During the first week of school, the children were observed carefully in order to establish specific objectives for each child for the remaining weeks of the summer session. The staff's desire was to plan the summer program to meet the needs of each individual child. At the end of the first week, with help from the consulting psychologist, specific needs were identified and individual objectives were established. The specific objectives centered around the major groupings of behavior, self-care, academic skills, communication skills, motor skills, and visual perception skills.

A compilation of all the specific objectives shows the following needs of the twenty-five students enrolled in the summer classes. It can be seen that this group of children displayed a wide variety of needs; however, the objectives shown here should be comparable to any group of educably retarded deaf children that might be selected.

1. Behavior:

   a. control of temper;
   b. attain a longer attention span;
   c. learn to remain in seat;

d. learn to share;
e. learn to obey commands;
f. extinguish aggressive behavior;
g. extinguish silly behavior;
h. extinguish excessive talking;
i. extinguish over-touching of other people;
j. extinguish withdrawing behavior;
k. extinguish sucking, licking, and biting;
l. extinguish hitting of other children;
m. extinguish oversensitive behavior;
n. increase self confidence;
o. encourage motivation;
p. encourage the initiation of activity;
q. encourage adjustment to classroom behavior.

2. Self-care:

a. improve unladylike behavior;
b. improve housekeeping;
c. teach self help skills, i.e., tying shoes, buttoning all buttons, zipping all zippers, tucking in shirt or blouse;
d. increase use of manners.

3. Printing or Writing:

a. learn to make neater characters;
b. learn to make small characters.

4. Mathematics:

a. introduce number concepts (1 to 20);
b. introduce single figure addition;
c. introduce double figure addition;
d. introduce single figure subtraction;
e. introduce double figure subtraction;
f. introduce multiplication facts.

5. Reading:

a. build vocabulary;
b. increase understanding of simple commands;
c. learn to form simple sentences;
d. increase understanding of verb concepts;
e. learn to rephrase stories;
f. increase understanding of main ideas of stories;
g. improve sequencing of ideas;
h. learn to generalize ideas.

6. Language:

a. learn to write news descriptions;
b. learn classification and sentence writing using the Fitzgerald Key.

7. Speech and Auditory Training:

   a. learn the production and discrimination of vowel and consonants;
   b. learn the production and discrimination of syllables and words.

8. Communication:

   a. improve eye contact;
   b. increase use of vocabulary;
   c. learn manual communication--fingerspelling and signing.

9. Motor Skills:
   a. improve coloring within lines;
   a. improve coloring within lines;
   b. improve balance;
   c. improve directionality--left to right orientation.

10. Visual Perception:

   a. improve discrimination of shape, size, color, and complex configurations;
   b. extinguish reversal writing;
   c. work on likenesses and differences;
   d. improve eye-hand coordination.

OPERATIONAL PROGRAM

The Academic Program:

The activities in which the children participated were quite varied during the day. Regularly each morning the children were escorted from the boys and girls dormitories to the school by several of the dormitory counselors. In this way the counselors were able to teach the children to stay in a group and to cross streets properly.

Upon arrival (8:30 a.m.) at the Intermediate Primary Unit, the children were met by their respective teachers who took them directly to their classrooms. The first period, 90 minutes in duration, was devoted to formal instruction at the discretion of the teacher. It was found that during this first period

many activities could be accomplished because the children were fresh and eager to learn. Therefore, the most difficult tasks were presented at this time.

At 10:00 a.m. the children enjoyed a free play and/or structured activity period under the supervision of two classroom teachers. These periods presented excellent opportunities for observing the behavior of the children in group situations. Severe inabilities and former deprivation in group participation were verified by these observations. During this time the teachers who were not on supervisory duties were afforded a preparation period.

At 10:45 a.m. the children were given a restroom break and then returned to their classrooms for the second period of instruction. During this period unfinished activities from the first period were completed, and new and/or reinforcement material was introduced. By this time most of the children had been able to work out any frustrations that might have existed earlier in the day. The children worked well during this period; however, their efficiency was less because they were beginning to tire and because they were getting hungry. At the end of this period the students were provided 15 minutes for cleaning the room and for preparing for lunch which was served at 12:10 p.m.

Following preparation for lunch, the students and teachers walked together to the dining room. The children were able to go through the cafeteria line, get their own food, and find their proper seat unaided. Being seated with older students in the dining room was a helpful experience for the multiply

handicapped children from the viewpoint of supervision, socialization, and the opportunity to learn by example. The teachers sat together during lunch, in released time from the supervision of students, an opportunity to share their common problems and to discuss solutions.

After lunch two of the teachers took the children outside for a free play period. This provided fresh air, exercise, and relaxation in preparation for the last instructional period of the day. The teachers not on duty utilized this time for preparation. Since many of them used a portion of the afternoon session for arts and crafts, more class preparation time was needed for such activities.

The final portion of the academic day began at 1:30 p.m. and continued until 2:45 p.m. During this period some of the children were provided a 20-minute nap time. Several of them actually fell asleep in this brief time. Most of the teachers used this period for arts and crafts. Such activities as fingerpainting, watercolor painting, craft sticks projects, cryst-1-craze painting, chenille pipe cleaner projects, film fun projects, and construction paper projects were included in this period during the summer session. These arts and crafts periods were quite interesting and important from the standpoint of providing a truly creative period for these children. Judging from observation, the children were apparently happier during this activity period than in any other. The release of tensions and anxieties was clearly noticeable. The remaining time in this instructional period was used to complete any unfinished activities of the day.

At 2:45 p.m. the children went as a group to the recreational area. The teachers were provided a half-hour for preparation, group conferences, or individual conferences before their day ended at 3:15 p.m.

The Recreational Program:

The recreational program was conducted by two qualified teachers of physical education. These two men were staff members at the Indiana School for the Deaf; thus, they had extensive experience in organizing recreation for all types of deaf children.

The recreation program was held for the children Monday through Thursday from 3:00 p.m. to 4:00 p.m. It was not held on Friday so that the children could go home earlier for the weekend. Under the guidance of the recreational staff, the children received instruction in various games and other forms of play. Among the games and activities offered during this period were softball, relay race games, mimic games, calisthentics, boys and girls basketball, swimming, and circle games. In addition to teaching the rules, per se, for each game, the instructors were charged with the responsibility of teaching such concepts as taking turns, developing proper attitude in losing as well as winning, diminishing overzealousness, and following directions. It was encouraging to note the development of some degree of skill in physical activity. At least, considerable progress was shown as judged from beginning efforts. At 4:00 p.m., the multiply handicapped children were taken to the dormitories.

The Dormitory Program:

The dormitory program was an integral part of the education of the children enrolled in the summer classes. There were eight dormitory counselors selected to supervise the children. These people were employed at the Indiana School for the Deaf and possessed prior experience in working with deaf children with learning difficulties. Four counselors--three male and one female--worked in the boys dormitory and four counselors--all female--worked in the girls dormitory. There were two counselors on duty in each of the dormitories at all times. Thus, the counselor-child ratio was approximately one to six. This provided each child with adequate individual attention, insuring a better adjustment to the residential part of the program because all of the students were residential and many of them were away from home for the first time. The lower counselor-student ratio was necessary because the children required more supervision than deaf children enrolled during the regular school year and because the children needed guidance in profitably using their leisure time.

The responsibilities of the counselors to the multiply handicapped children were many and varied. Their duties included supervision at meal times, on the playground, at bedtime, during baths, during preparations for school, and on field trips. In addition, they directed the children from one building to another, provided evening snacks for the children, arranged planned evening activities, and packed the children's clothes for weekend trips home.

The education provided by the counselors was an extension

of the children's classroom learning. Throughout counselor duties were opportunities to reinforce or teach concepts such as cleanliness, proper manners, sharing, knowledge of right or wrong, proper use of money, traffic safety, rules for sports, etc. Without the cooperation of the dormitory personnel, a total educational program would not have been possible.

The multiply handicapped children followed the general pattern of activities planned for the regular summer school students. During the six-week experimental classes, they had the opportunity to enjoy many extracurricular activities. Among the activities enjoyed by the children were a watermelon party, several swimming parties, a trip to a rodeo, a trip to a professional baseball game, a trip to a children's zoo, a trip to the airport, and an excursion to see fireworks. Several high school students volunteered to help during these excursions. Their assistance during these field trips was invaluable.

In review, the children's daily schedule:

Time	Activity
6:15 a.m.	Arise, make beds, dress, and prepare for breakfast
7:30 a.m.	Breakfast
8:30 a.m.	First instructional period (educational activities at the discretion of individual classroom teacher)
10:00 a.m.	Recess (free play and structured activities)
10:45 a.m.	Second instructional period (completion of unfinished activities and new concepts)
12:00 noon	Prepare for lunch
12:10 p.m.	Lunch

12:50 p.m.	Free play activities
1:30 p.m.	Third instructional period (nap time, arts and crafts, and completion of unfinished activities)
2:45 p.m.	Prepare for recreation
3:00 p.m.	Recreation
4:00 p.m.	Return to dormitories (free play, structured play, and preparation for dinner)
5:15 p.m.	Dinner
6:00 p.m.	Miscellaneous activities (free play, structured activities, field trips, and preparation for bed)
8:30 p.m.	Retire to bed

TYPES OF MATERIALS EMPLOYED

Industrial-made Materials:

There are many industrial-made materials designed for children with learning handicaps. A brief trip through a toy store or a brief glance through any educational supplies catalog will prove this fact to be true. There is a wealth of material produced to meet any type of educational goal. The difficulty for any educator is to select those items which will best meet the desired goals. This, likewise, was the difficulty of the project staff for this summer's program.

The staff was indeed fortunate to have at their disposal both materials purchased for the regular school program at the Indiana School for the Deaf and materials purchased for the summer experimental classes for the multiply handicapped during the summer of 1969. In addition many materials were produced in the summer of 1969 by workshop personnel. (A complete report

of the materials produced is printed under separate cover.) These materials were likewise at the disposal of the summer staff. It would be an almost impossible task to list all the materials from previous workshops that were placed at the disposal of this summer's project staff. All the available materials were widely utilized by the teachers and proved most beneficial to the students.

In addition to the materials already available to the project staff, many new, innovative materials were purchased for use and testing with the children in the summer classes. It was found, however, that most of the materials were not geared to all of the children's needs. Thus, it is not possible to make a blanket comment concerning the adequacy of any specific material. It was found that all of the materials purchased were used during the six-week program and were beneficial to the education of selected children within the program.

The following is a list of the materials purchased along with the source. Their use is to be viewed as a suggestion only. It is recommended that the chairman of any program for multiply handicapped deaf children carefully select materials to meet the needs of such children. The materials are listed according to subject content usage.

Name of Material	Company
1. Mathematics Concepts:	
a. Number concept boards	Ben-G Products, Inc.
b. Numberite Puzzles	The Judy Company
c. Match Mates (number association with picture)	Creative Playthings, Inc.
d. Number Sorter	Creative Playthings, Inc.

e. Stepping Stones (number patterns)	Instructo Corporation
f. Stepping Stones (numerals)	Instructo Corporation

2. Vocabulary Building:

a. Shape Dominos	Creative Playthings, Inc.
b. Farm Animals (flannel board)	Milton Bradley Co.
c. Farm Animals (flannel board)	Milton Bradley Co.
d. Wooden Play Board (animal)	Simplex Toys
e. Wooden Play Board (cars)	Simplex Toys
f. Job Puzzles	Developmental Learning Materials
g. Shape Puzzles	Developmental Learning Materials
h. People Puzzles	Developmental Learning Materials
i. Animal Puzzles	Developmental Learning Materials
j. Farm Animals and Barn	Creative Playthings, Inc.
k. Occupation Inlay Puzzles	The Judy Company

3. Language Concepts:

a. Fit-a-space (form matching)	Lauri Enterprises
b. Sequence Cards	Milton Bradley Company
c. Association Picture Cards #I	Developmental Learning Materials
d. Association Picture Cards #II	Developmental Learning Materials
e. Association Picture Cards #III	Developmental Learning Materials
f. Job Puzzles	Developmental Learning Materials
g. Shape Puzzles	Developmental Learning Materials
h. People Puzzles	Developmental Learning Materials
i. Animal Puzzles	Developmental Learning Materials
j. Learning Action Word Work	Kenworthy Educational Service, Inc.
k. Occupation Inlay Puzzles	The Judy Company

4. Motor Coordination Activities:

a. Junior Turn-A-Gear	Child Guidance, Inc.
b. Form rings	Creative Playthings, Inc.
c. Tinkertoys	A. G. Spaulding & Bros., Inc.
d. Rising Towers	Creative Playthings, Inc.
e. Sewing cards (animals)	Milton Bradley Co.
f. Ring Toss	Whitman-Western Pub. Co.
g. Graded size toys (Ring-a-rounds, Kitty in the Kegs, Peter Porpoise, and Learning Tower)	Child Guidance, Inc.
h. Lego Building Toy	Samsonite Corp.
i. Pounding Board	Creative Playthings, Inc.

5. Visual Perception Activities:

a. Colored Beads	Milton Bradley Co.
b. Graded size toys (Ring-a-rounds, Kitty in the Kegs, Peter Porpoise, and Learning Tower)	Child Guidance, Inc.
c. Perception Plaques	Creative Playthings, Inc.
d. Graded (family) Objects	Creative Playthings, Inc.
e. Kiddie Kards	Antioch Bookplate Co.
f. Association Picture Cards #I	Developmental Learning Materials
g. Association Picture Cards #II	Developmental Learning Materials
h. Association Picture Cards #III	Developmental Learning Materials
i. Plain Inch Cubes	Developmental Learning Materials
j. Design Cards for Plain Inch Cubes	Developmental Learning Materials
k. Letter Constancy Cards	Developmental Learning Materials
l. Small Parquetry	Developmental Learning Materials
m. Design Cards for Small Parquetry	Developmental Learning Materials
n. Design in Perspective Colored Inch Cubes	Developmental Learning Materials

6. Arts and Crafts Project:

a. Chenille-Craft Book	Barry Products Company
b. Clay	Any art supply store
c. Chenille Pipe Cleaners	" " " "
d. Finger paints	" " " "
e. Watercolor paints	" " " "
f. Film Fun	" " " "
g. Cryst-L-Craze	" " " "

Workshop-Prepared Materials:

In addition to the purchased materials, a concurrent materials workshop for multiply handicapped deaf children was conducted for the purpose of developing original, innovative materials to be used and tested in the summer classes. They produced many useful materials that proved to be most beneficial to increasing the academic level of the children. Upon testing the materials, it was found that very few of them needed to be revised.

The workshop was staffed by three teachers employed at the

Indiana School for the Deaf. All of them had classroom experience in teaching deaf children with learning disabilities. Therefore, they were able to apply their experience to the production of needed materials. They also welcomed suggestions from the teachers in the summer experimental classes. Most of the materials produced were for manipulative types of activities. They centered around the subject content areas of mathematics, vocabulary building, pre-language, visual perception, spelling, and manual communication.

Without the aid of the workshop personnel, it would have been most difficult to conduct a successful program of summer classes. As educators are aware, the production of materials for classroom use requires a great deal of time. In light of this, the teacher would not have found time beyond the classroom day to produce enough materials to make the children's educational day profitable. Therefore, the materials workshop was a beneficial adjunct to the summer classes. For a complete description of the materials produced by the workshop see the report of that group which has been printed under separate cover.

EDUCATIONAL TECHNIQUES

The educational techniques employed by the classroom teachers in the summer classes were drawn from many specialty areas for handicapped children. The teachers, being qualified in the areas of deafness or mental retardation and possessing classroom experience in one or both of these areas, based most of their educational techniques on their specialization. In addition to each teacher's personal knowledge, there was an

excellent interchange of ideas and techniques among teachers during preparation periods, lunches, and conferences. Several resource books in other areas of special education were also available for study and for gleaning of information usable in the classroom. It should be reiterated that this summer program was purely experimental in nature. Therefore, the teachers were given complete freedom to utilize any technique which might teach the concepts involved.

It was found that almost any educational technique attempted was successful with some, but not all, of the children in the summer classes. Therefore, it is not possible to recommend any specific method as the only method in any subject area. It is likewise impossible to judge the total success of any teaching approach. It is recommended that any teacher of multiply handicapped children be schooled in several special education areas and be ready to try any new technique available.

Many educational techniques were used in the classroom during this six-week summer session. The teachers' reports facilitated a compilation of techniques usable in the teaching of multiply handicapped deaf children. The techniques so listed do not constitute an exhaustive list of possibilities but are being offered only as suggestions. Most of these teaching activities proved successful with some portion of the summer classes. The activities have been categorized according to subject content areas and are as follows:

1. Mathematics Activities:

    a. telling time--made clocks;
    b. number sequencing;
    c. reading numerals;
    d. matching numbers to objects;

e. simple addition computation;
f. simple subtraction computation;
g. sticker books using numbers;
h. coloring by number;
i. dot-to-dot number sequencing;
j. bingo.

2. Language Activities:

a. calendar work;
b. weather descriptions;
c. news descriptions;
d. experience stories;
e. elliptical sentences and blank phrases (phrases given to fill blanks);
f. sentence patterning;
g. color matching;
h. matching identical and similar cards of color and shape;
i. understanding commands;
j. construction of monthly calendars;
k. grouping pictures of similar but not identical items;
l. verb work--read verb card and do action;
m. shapes puzzles;
n. phrase work--adjective and noun phrase matched to picture.

3. Reading Activities:

a. matching capital letters to lower case letters and word to word;
b. direction dittos;
c. identification of printed words and names through flash cards;
d. matching color card to name card;
e. picture sequencing;
f. alphabet learning and sequencing;
g. vocabulary building;
h. shape dominos;
i. matching word to picture;
j. grouping pictures of similar but not identical items;
k. shape bingo;
l. shape lotto.

4. Motor Coordination Activities:

a. following outline of sewing cards;
b. jig saw puzzles;
c. lego designs;
d. shape dominos;
e. coloring by number;
f. rising towers;
g. shapes puzzles;
h. ring toss;
i. balance beam work;
j. hopscotch.

5. Visual Perception Activities:

   a. following outline of sewing cards;
   b. bead stringing--following patterns;
   c. perception matching plaques--similar plaques with minor variations;
   d. Frostig printed material.

6. Arts and Crafts Activities:

   a. shape lotto;
   b. fun film flower construction;
   c. pipe cleaner flower construction;
   d. lanyard lacing;
   e. craft stick projects;
   f. macaroni pictures;
   g. cryst-1-craze painting;
   h. clay craft.

PROFESSIONAL CONSULTANTS

Three clinical psychologists, experienced in working with deaf children, were engaged as consultants for the experimental classes project. They were: Dr. James L. Collins, National Technical Institute for the Deaf, Rochester, New York; Mrs. Dorothy E. Kaufman, Illinois School for the Deaf, Jacksonville, Illinois; and Dr. Harry K. Easton, Lake County Mental Health Center, Waukegan, Illinois. Their major responsibilities were: (1) to assist in the establishment of effective rating scales, (2) to test and evaluate the individual children involved, (3) to provide guidance and assistance for the staff, (4) to prepare and submit an overall project evaluation report, and (5) to make recommendations for future education programs for multiply handicapped deaf children.

Dr. Collins was able to devote two weeks to the project, and consequently his work was very extensive and complete. His previous affiliation with the Indiana School for the Deaf as staff psychologist enabled him to begin his work with little

orientation to the environment or school procedures. Dr. Collins' time was spent in helping to get the summer session started efficiently and effectively. He spent much time in studying the students' clinical folders and in observing their classroom performance. He held several individual conferences with the classroom teachers in order to obtain their impressions of each child's needs. Through his activities, it was possible to group the children better and to set specific educational goals for each child in the summer classes. This gave needed direction to each classroom teacher and helped to insure a successful summer session. In addition to the establishment of specific goals, Dr. Collins' second task was to establish a form for rating the children weekly in order to check the progress or lack of progress made by each child. This was done and is discussed at more length in the student evaluation section of this report. Thirdly, Dr. Collins prepared a complete evaluation of the total project. This evaluation report is found in Appendix B of this report. Dr. Collins was most helpful to the project and its staff. His expertise was invaluable to the teachers, and his suggestions gave direction in creating an effective total program for the children.

Mrs. Kaufman spent one week and Dr. Easton spent three days at the project. They were able to evaluate several children in some depth. These individual reports were helpful during the project and were placed in the clinic files for future reference. In addition, they observed the students in the classroom and studied the children's clinical folders. Through their work, many excellent suggestions were made to the class-

room teachers concerning additional activities to be used in teaching the children. By putting these suggestions into practice, the students' educational momentum was continued and the academic level of the children was increased. Mrs. Kaufman's and Dr. Easton's evaluations of the project can be found in Appendix B of this report. The staff felt confident that both Mrs. Kaufman and Dr. Easton had the background of experience to substantiate their opinions and that their reports should be considered as an important and integral part of the total evaluation of this project.

The reports of the three consultants contain several excellent suggestions. They also seemed to be in general agreement. The assistance of these three consultants contributed greatly to the success of the project and should prove to be valuable in establishing meaningful guidelines for future educational programs for multiply handicapped deaf children.

EVALUATION PROCEDURES

The evaluations of the three consulting psychologists were most beneficial to the success of the total program; however, it was felt that frequent evaluations should be made in order to keep a constant check on each child's progress or lack of progress throughout the total program--academic, recreational, and dormitory activities. In this way, alterations in the program could be made at the most opportune time to meet the needs of the students.

Through the help and suggestions of Dr. Collins, one of the consulting psychologists, three rating forms were devised

to be used during the summer. These rating forms were to be completed by the classroom teachers, the recreation teachers, and the dormitory counselors. It was felt that those working directly with the children would be better able to assess the children.

Each child was rated on a one to five scale in all areas of the program, with one being the highest and five being the lowest. The academic rating scale was completed weekly by each child's classroom teacher, and ratings were made under the general headings of reading, writing, arithmetic, communication (both receptive and expressive), social factors, and behavioral factors. The recreation rating scale was completed weekly by the recreation teachers, and ratings were made under the general headings of motor development, understanding of rules, enjoyment of activities, relationships with others, and attitude in success or failure. The dormitory rating scale was completed by the dormitory counselors in each dormitory, and ratings were made under the general headings of self-care, self-control, activities, and relationships with others. When these ratings were completed, all the information for each area of the total program was then compiled by the supervising teacher onto a single form for each child. These compilation forms gave an overall picture of each child in each area of the program. See Appendix A for the complete forms used for the summer session.

The rating scales were very beneficial in observing the overall performance of the children. They were used as the basis for making alterations in the program, for setting new goals for each child as needed, and for assessing the success

of the summer program. Decisions as to the disposition of the students at the end of this six-week session were also based largely upon these rating scales.

In addition to the formal rating scales just discussed, the classroom teachers rated each child's successes and failures on the types of educational techniques used. The purpose of these ratings was not to assess the children's advancement per se, but to determine which educational techniques were successful and which were not. It was hoped that recommendations could be made as to which types of educational approaches should be used in classes for multiply handicapped deaf children; however, conclusions written on the previous pages of this report show that this was not possible. These ratings did show nevertheless that some techniques were better suited than others.

During the final days, the classroom teachers wrote reports on each child enrolled in the summer classes. These reports included information concerning academic successes and failures, character and personality, and recommendations for future needs of the children. These reports were used to discuss the child's advancements and needs during parent conferences which were held the last day of the session. These reports were then placed in the clinic folders for future use.

PARENT PARTICIPATION

Since the children came from all parts of Indiana, it was difficult to develop any kind of effective program involving the parents to any great extent. Most of the work with parents was done through correspondence. Parents were encouraged to

visit the summer classes at any time and to confer with the classroom teacher and/or the supervising teacher regularly. Their visits, however, were limited and occurred most often on Friday afternoons when they came to the school to take their child home for weekend visits. In the early weeks of the program, several brief telephone conferences were held when parents called to inquire about their child's progress and adjustment.

The cooperation of the parents when needed was excellent. They were very willing to come to the school at any time. They were requested to take their child home for weekend visits as often as possible. In response to this request, many parents drove long distances to take their child home for every weekend. This was done at the time and expense of the parents. The concern they showed for the education of their child was unexpected by the project staff.

During the final day of the summer session individual conferences were set up with all parents who desired them. Many parents requested such conferences. In the conference discussion centered around what the parents could do at home to further the child's learning acquired during the summer, what the child needed in the way of school placement where possible, and what specific educational goals still needed to be accomplished with the child. This type of conference should prove beneficial to the continuation of the child's education when he/she returns to a school program in the local community.

INTEGRATION WITH OTHER SUMMER PROGRAM ACTIVITIES

The experimental classes project was an integral part of the total 1970 summer program at the Indiana School for the Deaf. Though the actual classroom instruction and other school activities were conducted in a separate building, there were numerous opportunities for social interaction and training in the dormitories, in the dining room, on the playgrounds, and in other areas. The lack of social skills of the multiply handicapped deaf children was pronounced. Severe communication weaknesses and poor motor skills were sources of real difficulty in physical education and recreational activities. Fortunately, staff members for other assignments were willing to lend a hand, as were several of the high school students. These older boys and girls, who were attending the summer school for regular students, voluntarily provided most valuable assistance in helping to supervise the multiply handicapped children at meal times, on the playgrounds, and in the dormitories.

The favorable aspects of integration of the multiply handicapped children into the total summer program could be somewhat misleading due to the rather ideal situation that exists only during the summer months. The staff and facilities were available, and complete separation of the educational program was possible. Such a program, that apparently operated well during the summer period, could encounter great difficulty during the regular school year with a full enrollment on the campus, all buildings occupied, and a much higher teacher-pupil ratio. In order to validate or disprove this supposition, a full-year experimental school program will be conducted on the

campus of the Indiana School for the Deaf during 1970-71 under the auspices of Title III.

A more relaxed and less regimented program which is possible during the summer, a partially separated program still having the advantages of integration, a small teacher-pupil ratio, the assistance of outside professional consultants, and other related factors, all worked to produce a rather ideal climate for this experiment.

DISPOSITION OF THE STUDENTS

At this point it is imperative that mention be made of the disposition of students at the end of the six-week session conducted for the multiply handicapped deaf children.

During the 1970-71 school year a special experimental class for multiply handicapped deaf children will be conducted on the campus of the Indiana School for the Deaf. This class was approved and funded by Title III so that long term results could be obtained as to the best way to educate such children. Five students--three girls and two boys--were selected because they best suited the guidelines established and approved for this program. In addition, it was believed that, because of the educational progress, socialization improvements, adaptive behavior improvements, and classroom behavior advancements, these children would most profit from a program designed to meet their special needs. It was felt that a concentrated program, such as this will be, can provide the greatest benefit to these children and will produce the most marked advancements educationally.

Four students--three boys and one girl--were admitted on trial to the regular school program of the Indiana School for the Deaf for the school year 1970-71. Three of the children are new admissions to the school, and one is a readmission to the school. It was felt, that because of the marked advancements made by these four children in the total program of the summer school, they possessed the necessary school skills to make them competitive with other deaf children now enrolled at the Indiana School for the Deaf. It should be pointed out that all four of these students possessed borderline intelligence quotients. These admissions were based on careful study of the rating forms from the departments of the summer school program, recommendations from the staff and consulting psychologists, and close observations of the students during the total program.

For the remaining fifteen students who were not admitted to either of the above described programs being offered at the Indiana School for the Deaf during the school year 1970-71, recommendations were made that they return to the existing local community programs for education. It was with regret by the project staff that it was necessary to make these recommendations because it was common knowledge that these students would return to programs not designed to meet their individual specific needs. It was, however, a fact that most of them had profited from their local school programs and would continue to advance educationally when they returned. Among the reasons that these children were not admitted were marked mental retardation, emotional difficulties, severe educational lags, poor physical control, and inability to cope with a

residential program.

RECOMMENDATIONS

Members of the staff of the experimental classes for multiply handicapped deaf children offer the following recommendations based on their experiences in this summer project:

1. Emphasis on manual communication over the oral method is basic to the success of an educational program for these children.
2. Teachers assigned to such special classes should be adept in manual communication and receptive to this method.
3. Methods of teaching should be those which directly and actively involve the student. Projects which regularly involve interaction between student and teacher are of greatest importance.
4. Class size must be limited in number, with no more than five and preferably three.
5. Establishment of a state-supported regular program of education for multiply handicapped deaf children is recommended, such a program being in a separate unit yet available to some of the ancillary services of the residential school for the deaf.
6. Establishment of curriculum guides for special classes of multiply handicapped deaf children is imperative. Such curriculum guides would provide the objectives and the needed continuity on the progressive educational

levels which the children will encounter.

7. Classroom instruction should be supplemented by off-campus educational and recreational field trips.
8. A comprehensive study should be made to promote the integration and coordination of the dormitory and school recreational programs.
9. One consulting psychologist should be employed for the entire six-week session to insure continuity of psychologist's efforts. If this is not possible, the same psychologist should be employed at the beginning and at the end of the program.
10. An individual assessment of each child in experimental classes should be made to assist in the follow-up and placement in some educational program.

SUMMARY

Much valuable information was gained through the 1970 summer experimental classes for multiply handicapped deaf children. To have a successful program, criteria must be established around which all facets of education can be built. The selection of students and staff must be done with care in order to ensure that education is the main goal for the program. Children should be selected so that small homogeneous groups can be established. Teachers need to be well-educated and experienced to recognize the needs of each child and to design an educational program geared to improving the educational level of the child. This requires a professional teacher who is willing to spend many hours beyond the school day in preparation.

The operational program should be flexible enough to provide the child with instructional periods, activity periods for tension release, rest periods, and craft periods. It should not be so rigorous as to tire the child completely before the end of the day. A program such as this will decrease the rate of advancement.

The utilization of materials and the selection of classroom teaching techniques should be those which best meet the needs of each child. Any program such as this one should have a structured evaluation procedure which can be used as the basis for change. In conjunction with an effective evaluation procedure, close and active parent participation in the program is needed. Two-way communication is needed if the parent is to be an aid in reinforcing the classroom education and if the teacher is to be informed as to the child's improvements at home.

The experiences gained during these summer experimental classes have proven the above requirements necessary to the success of any program serving multiply handicapped deaf children. It is hoped that the comments and suggestions contained herein will serve as encouragement to others to establish suitable programs for multiply handicapped deaf children. Too long these children have gone without education designed to meet their specific needs. Following the outline described in this report, many other programs could be established with less obstacles to overcome. Now is the time to educate all children, including the multiply handicapped deaf child.

APPENDIX A

CHILD'S NAME _____

TEACHER _____

DATE _____

In order to help in making appropriate class placement for each child will you please complete this form. Some items use a 1-5 rating scale. When making your judgments for this scale, use the 25 children in the experimental classes as your criterion group - how does the child you are rating compare with the other children here. Add any comments you may wish.

Scale: 1 = Superior
2 = Above Average
3 = Average
4 = Below Average
5 = Much below average

(1) COMMUNICATIONS

Receptive 1 2 3 4 5

Expressive 1 2 3 4 5

(2) READING

Words 1 2 3 4 5

Sentences 1 2 3 4 5

(3) WRITING

Printing 1 2 3 4 5

Cursive 1 2 3 4 5

(4) MATHEMATICS

Number Concepts 1 2 3 4 5

Addition 1 2 3 4 5

(5) MOTOR SKILLS

Gross 1 2 3 4 5
(Walking, running)

Fine 1 2 3 4 5
(Writing)

(6) LANGUAGE 1 2 3 4 5
(Is it straight?)

(7) Do you consider the child to be deaf?

_____

Hard of hearing?

OBJECTIVES

Student _____

Teacher _____

Category (Motor Skills, Reading Writing, etc.)	Task	Introduced	Accomplished

Rating Scale
Experimental Classes--1970

CHILD _____

EVALUATOR _____

DATE _____

L Superior
2 Above Average
3 Average
4 Below Average
5 Much Below Average

1. Academic

A. Reading

1. Words 1 2 3 4 5

2. Sentences 1 2 3 4 5

3. Paragraphs 1 2 3 4 5

B. Writing

1. Words 1 2 3 4 5

2. Sentences 1 2 3 4 5

C. Arithmetic

1. Counting 1 2 3 4 5

2. Addition 1 2 3 4 5

3. Subtraction 1 2 3 4 5

D. Communication

1 Receptive

a. Oral 1 2 3 4 5

b. Fingerspelling 1 2 3 4 5

c. Signs 1 2 3 4 5

2. Expressive

a. Oral 1 2 3 4 5

b. Fingerspelling 1 2 3 4 5

c. Signs 1 2 3 4 5

II. Social Factors

A.	Adjustment to daily routine	1 2 3 4 5
B.	Adjustment to new events	1 2 3 4 5
C.	Relationship with adults	1 2 3 4 5
D.	Relationship with peers	1 2 3 4 5

III. Behavioral Factors

A.	Motivation for school success	1 2 3 4 5
B.	Attention span	1 2 3 4 5
C.	Stays with work until completion	1 2 3 4 5
D.	Accepts discipline	1 2 3 4 5
E.	Accepts direction	1 2 3 4 5

Comments:

COMPILATION OF ACADEMIC RATINGS

CHILD'S NAME _____

	June 22-26	June 29 July 3	July 6-10	July 13-17	July 20-24	July 27-31
READING						
words						
sentences						
paragraphs						
WRITING						
words						
sentences						
ARITHMETIC						
counting						
addition						
subtraction						
COMMUNICATION						
Receptive						
oral						
fingerspelling						
signs						
Expressive						
oral						
fingerspelling						
signs						

	June 22-26	June 29-July 3	July 6-10	July 13-17	July 20-24	July 27-31
SOCIAL FACTORS						
Adjustment to daily routine						
Adjustment to new events						
Relationships with adults						
Relationships with peers						
BEHAVIORAL FACTORS						
Motivation for school success						
Attention span						
Stays with work until completion						
Accepts discipline						
Accepts direction						

COMMENTS:

STUDENT _____

EVALUATOR _____

DATE _____

In order to evaluate the progress of the individual students enrolled in the experimental program you are being asked to complete this form. Please compare each child against the others in the experimental program when you are completing this form. The following scale should be used.

1 Superior
2 Above Average
3 Average
4 Below Average
5 Much Below Average

Mark any question with n/o if you have not had an opportunity to observe it.

PHYSICAL EDUCATION

Gross motor	1 2 3 4 5
Fine motor	1 2 3 4 5
Understands simple rules (taking turns, etc.)	1 2 3 4 5
Understands complex rules (3 strikes--out, 4 balls--walk, etc.)	1 2 3 4 5
Enjoys team sports	1 2 3 4 5
Enjoys individual activities	1 2 3 4 5
Relationships with:	
Peers	1 2 3 4 5
Older and younger Students	1 2 3 4 5
Staff	1 2 3 4 5
Acceptance of direction and control	1 2 3 4 5
Attitude when he:	
Wins or succeeds	1 2 3 4 5
Loses or fails	1 2 3 4 5

Comments:

COMPILATION OF P. E. RATINGS

CHILD'S NAME _____

Gross motor						
Fine motor						
Understand simple rules						
Enjoys team sports						
Enjoys individual activities						
Relationships with:						
peers						
older and younger students						
staff						
Acceptance of direction and control						
Attitude when he:						
wins or succeeds						
loses or fails						

Comments:

STUDENT _____

EVALUATOR _____

DATE _____

In order to evaluate the progress of the individual students enrolled in the experimental program you are being asked to complete this form. Please compare each child against the others in the experimental program when you are completing this form. The following scale should be used.

1 Superior
2 Above Average
3 Average
4 Below Average
5 Much Below Average

Mark any question with n/o if you have not had an opportunity to observe it.

DORMITORY

SELF-CARE

Dress	1 2 3 4 5
Eating	1 2 3 4 5
Housekeeping	1 2 3 4 5

SELF-CONTROL

At play	1 2 3 4 5
At work	1 2 3 4 5
Under supervision	1 2 3 4 5
Without supervision	1 2 3 4 5

ACTIVITIES

Finds his own activity	1 2 3 4 5
Participates in arranged activities	1 2 3 4 5

RELATIONSHIPS WITH:

Peers	1 2 3 4 5
Older and younger students	1 2 3 4 5
Staff	1 2 3 4 5

52

Comments:

Compilation of Dormitory Ratings

Child's Name _____

SELF-CARE						
Dress						
Eating						
Housekeeping						
SELF-CONTROL						
At play						
At work						
Under supervision						
Without supervision						
ACTIVITIES						
Finds his own activity						
Participates in arranged activities						
RELATIONSHIPS WITH:						
Peers						
Older and younger students						
Staff						

COMMENTS:

APPENDIX B

To: Alfred J. Lamb, Superintendent
From: James L. Collins, Title I Consultant
Re: Experimental Program for Multiply Handicapped Children, 1970
Date: July 3, 1970

I. INTRODUCTION

This is a report of my observation and endeavors related to the experimental classes for multiply handicapped children which took place on your campus this summer. Because of the dearth of services available to multiply handicapped deaf children in Indiana and in other states a good number of children who are deaf and have additional handicaps cannot be placed in regular and ongoing educational programs. This summer program, which is the second summer program to be held at the Indiana School for the Deaf, is an attempt to (1) provide educational services to multiply handicapped deaf children and (2) to develop methods, techniques, and materials which can serve as guidelines for the establishment of ongoing programs for such children.

II. CHARACTERISTICS OF CHILDREN SERVED

Twenty-five children, thirteen boys and twelve girls, were enrolled in this experimental program. Their chronological ages ranged from six years, eleven months to thirteen years, zero months. Their mental age range was from approximately five years, six months to ten years, three months. The range of intelligence quotients of the children was from 60 to 82 with the median score being 72. The quantitative test scores of deaf children, however, cannot be equated with comparable quantitative test scores in a hearing population. Research and empirical evidence have revealed that the language and experiential deficit of deaf children results in lower cognitive and social functional levels than test scores would indicate for hearing children.

In addition to the lowered mental abilities of the children enrolled in the program it was observed that almost all of the children gave evidence of being immature and lacking in the social abilities common to a deaf child of this age. There was of course a good deal of variance within the group with a few of the children showing a fairly well developed ability to relate to and interact with their environment. By the same token a few of the children were considered to be in tenuous contact with reality and had a great deal of difficulty in relating to other persons.

As a group the children were severely retarded academically. Two or three of the children had school experience and were able to read and write some very basic and simple sentences. However, these were the exceptions and most of the children did not have reading and writing skills. In several instances they gave evidence of having no real language for communication with themselves. The majority of the group had no functional literate abilities.

The communication skills of the children varied considerably. A few of the children had sufficient hearing which had made it possible for them to utilize the auditory channel to learn some language. These children utilized a fair amount of speech for communication purposes accompanied by gestures and some form of sign language. The majority of the children however had hearing abilities depressed to the level where language cannot be learned via auditory means. The communication abilities of the children as a group were extremely deficient and for the most part can be considered rudimentary.

III. CHARACTERISTICS OF THE PROGRAM

The academic program was staffed by one supervising teacher and eight classroom teachers. Five of the classroom teachers were experienced teachers of the deaf and the remaining three were experienced teachers of the mentally retarded. All of the teachers in the program were empathetic with the problems of multiply handicapped children and brought a great deal of understanding to their task. They also were convinced of the value of educational programs for multiply handicapped children.

The children were assigned to classes according to chronological age, mental age, communication skills, and general academic level. Since each teacher had only about three children in the classroom, there was a great deal of opportunity for diagnostic teaching and individual attention to the education of each child. Small classes are felt to be necessary for these experimental classes. Not only does the small class size allow the teacher to know each child individually, but it also is necessary for working out appropriate techniques for the education of multiply handicapped children.

The educational program was directed toward developing basic competency in communication, reading, writing, number concepts, vocabulary building, visual discrimination, and motor training. Attention was also directed toward specifying and modifying behaviors which interfere with the child's education and are unacceptable to other persons. A third area which received attention was self care and self help skills such as dressing neatly, keeping clean, and keeping the classroom areas orderly and neat. Since the communication abilities of most of the children were severely depressed, a good deal of time was required for work on communication via speech, speech reading, the written form, the language of signs, and fingerspelling.

In addition to the classroom program the children received the attention of the physical education and recreation department. This department provided structured play, sports, and recreational activities on a daily basis for the children. This was considered to be a very valuable part of the program since most of the children were also deficient in motor skills and abilities and this program is felt to be valuable for them in this way. Of equal or greater importance was the opportunity for the children to learn to follow simple rules, compete with a chance of winning, and to learn to interact with others in physical and social endeavors.

All of the children who attended this program lived in residence at the school, at least on a Monday through Friday basis. The children lived in and were supervised in groups of about six. This is a much smaller group than is possible during the regular school year. In groups of this size the students were manageable and close supervision was possible for each individual. It was most fortunate that the groups could be kept this small for the experimental program, since the group living experiences in out-of-class activities are critical to the success of students in any program. In residential programs students are usually managed in groups of fifteen or twenty-five, in unstructured environments, and by personnel who do not have the level of training the teacher possesses. For these reasons, it is often found that a child's behavior in the dormitory is so inappropriate that he cannot be retained in the educational program. Although problems

of management did present themselves, the children in this program were able to follow directions to the point where they could utilize the dining facilities and recreation facilities of the school without significant disturbance or problems. The smaller number of other children in attendance during the summer at this school meant that the facilities were not as crowded as during the academic year and that the distraction of large numbers of children was not a problem to be dealt with.

IV. DESCRIPTION OF CONSULTATIVE SERVICES PROVIDED

During the ten days that I spent on campus working on this project, I was engaged in a variety of activities dealing with this program. An outside consultant enjoys a certain amount of freedom which cannot usually be given to staff members. However, on a project of this nature, where clear guidelines for the conduct of such a program are not available, the direction in which consultative services can take are many and varied. In an effort to make the best use of my training and experience, it was determined that my efforts should be directed toward programatic endeavors rather than to work with the individual child. This decision was reached after confering with the administrative and supervisory personnel of the school.

A review of the folders available on the children revealed that recent diagnostic work had been accomplished on all of the children enrolled. All of the children had been seen in the Audiological Clinic of the Indiana School for the Deaf. Some of the children had also been evaluated at other clinics within the state. Because of the recent diagnostic work and because observation in the classroom did not suggest a questionable diagnosis on any of the children, evaluation or additional evaluation was not attempted on an individual basis.

Following the review of records the different classes were observed for the purpose of becoming better acquainted with the children, the teachers, and the tasks which needed to be accomplished with the children. Following this initial observation consultations were held individually with the teachers regarding the children in the classes. At that time the

folder of each child was reviewed individually. Pertinent medical, audiological, phychological, educational, and historical data were discussed with the teacher. At this time some general recommendations were made regarding approaches to be used with the children, techniques which seem to be promising, and general objectives for their educational experiences for the summer.

The initial groupings of the children into their classes had been accomplished by the school staff on the basis of information in the records. This original placement of the children was generally satisfactory. In order to group the children more appropriately, I prepared an evaluation form which was completed near the end of the first week of classes by the teachers. The result of this evaluation plus consultation with the teachers made it possible for the supervising teacher and me to make adjustments in the class groupings which resulted in somewhat better placement of the children. This evaluation form is included as Appendix A.

Following the adjustment of class placement, further observations of the children were made in classroom settings. After consulting with the supervising teacher and reviewing the general academic objectives he had established for the program, individual meetings were again held with each teacher. At this time, the teacher and I attempted to set some specific objectives for each child in the program. These objectives centered about three broad areas: (1) behavior, (2) self care, (3) academic.

An attempt was made to identify for each child behaviors which were interfering with the educational and learning process, such as failure to remain seated at desk, short attention span, fighting with his neighbor, staring out the window. A discussion was then held about how these behaviors might be modified to enhance the child's probability of learning effectively. Goals were set to attempt to modify certain of these behaviors.

An analysis was then made of the ability of the child to care for himself in dressing, remaining neat, and keeping his work area clean and neat. Attention was given to which factors of self care were most important for the individual children.

Specific objectives were then set for those children who gave evidence of needing improvement in any area of self care.

Specific goals were set for each child in keeping with the general academic objectives of the summer program. An effort was made to determine what are reasonable expectations for each child in the different academic areas and steps which could be taken to meet these objectives or plans. Teachers were encouraged to keep these goals in mind and to set daily and weekly milestones for accomplishing these goals. A simple form, Appendix A, was developed to assist in their task.

Because of time limitations, it was not possible to establish this type of program with the dormitory staff. However, this is considered to be the promising area of endeavor for the dormitory program.

In order to evaluate the progress of each child, it was felt desirable to formulate instruments which would provide continuing feedback to the supervisors of the programs. I therefore constructed evaluation forms for the academic, dormitory, and physical education departments to be completed weekly. It was felt that these evaluation forms would provide (1) base line data about the behavior of the children early in the program, (2) frequent feedback on the progress of individual children in the program, (3) information which would be helpful in making decisions about class placement or referral. These evaluation forms are included in Appendices B through E.

Continuing consultations were held with the teaching staff during my two weeks on campus to discuss individual children, methods and techniques of teaching, and to review academic and behavioral progress of the children.

A review of the records of three children from last year's experimental program who were enrolled in the regular program of the Indiana School for the Deaf was also made. This was done to check on the validity of enrolling selected multiply handicapped children who are not severely impaired. Discussion with the supervising teacher of the department in which the boys were enrolled and a review of the teachers' progress reports indicate that all three of these boys who entered slow classes during the regular school year met with success. One of the boys encountered behavioral difficulties near the end of the school year, which was predictable. However, the boys did in general benefit from enrollment during the regular school year and did not create an inordinate amount of problems for the teaching or dormitory staff.

V. RECOMMENDATIONS

Remainder of Summer 1970 Program

Because of time limitations, I was not able to work as closely with the dormitory and physical education personnel as probably desirable. It would seem most beneficial for the dormitory, academic, and physical education staff to meet and discuss the behavior and potential of the individual children. This seems particularly important between classroom teachers and dormitory personnel. The goals and objectives could be spelled out and ways sought to reinforce appropriate behavior in the dormitory.

Considerations should be given to utilizing the services of the psychological consultants who will visit the projects later this summer, to specify objectives for dormitory living.

It would seem desirable to set aside the last day of the program for the parent conferences. At this time, the dormitory, classroom, and supervisory personnel could sit down with the parents to discuss the content of the child's program during the summer, and the progress the child has made. The staff could also give guidance to parents regarding continuation of the progress that the child has made during the summer.

It seems desirable to set aside a regular time during the week for the rest of the program, for staff meetings. At this time, all of the persons involved in working with the child could meet to discuss his progress and new or additional efforts which should be undertaken with any child. This would also have the effect of allowing the staff to discuss common problems which children are exhibiting and to exchange ideas on how to meet these problems.

Future Summer Programs

It is still evident that a continuing and permanent program needs to be established for multiply handicapped deaf children in Indiana. It is also still my opinion that this program should be established at the Indiana School for the Deaf. The reasons for these opinions are summarized in the report on Experiment Classes for Multiply Handicapped Deaf Children, Summer 1969. The reader is referred to that report for detailed justification for this opinion.

A full-time program should be established for multiply handicapped deaf children by establishing a continuation of the summer programs. The establishment of such a program seems highly desirable. All of the children involved in the program this summer seem tc adjust extremely well to it. The children who are enrolled in this year's program and in the 1969 programs were able to improve in both academic learning and behavioral areas. Because multiply handicapped children learn at an extremely slow rate, it would seem desirable to lengthen the duration of the summer program to eight, ten, or twelve weeks if at all possible.

Other factors which might be considered for inclusion in the summer program include a utilization of teachers in training from college and universities of Indiana. This would provide a valuable experience for them and would increase their capabilities in working with multiply handicapped children. Experimentation with the use of the teacher aides, under the guidance and supervision of licensed teachers, to determine the effectiveness of this type of personnel in working with the multiply handicapped children also seems worthy of investigation. The use of parents in part of the program to enhance their skills in the management of children and the modifications of inappropriate or socially unacceptable behavior in the children might also be considered. It would seem of valuable use of consultant time to utilize three to five days of the summer school program for staff orientation and the establishment of objectives before the children arrive.

A valuable technique which serves as an example is a consultant well versed in the use of behavioral techniques who could demonstrate to the staff, perhaps with the use of one or two typical children, the use of operant conditioning techniques to control and modify behavior. Consulting services should be available to the dormitory staff since they will be dealing with a goodly number of behavior problems.

Full-time Programs

The establishment of a full-time program for multiply handicapped deaf children is still considered a necessity. Indiana School for the Deaf is a logical place to establish this facility, due to the rich experience of the staff in dealing with deaf children and their experiences in educating some multiply handicapped deaf children. Any such program which is developed at this facility, however, should be done so with

the understanding that it will be costly in terms of money and staff time. Inclusion of multiply handicapped deaf children in the program of this school will be done at the expense of the normally intelligent and normally adjusted deaf youngster unless special facilities and staff are made available to the school. Experience to date has shown that these children must be educated and supervised in small groups. Their education and supervision requires far more time than is required with the typical deaf child. The best arrangement would seem to be for a separate facility to be built on the campus at Indiana School for the Deaf so that the children could remain in a structured educational, social environment. The integration of multiply handicapped children into the educational and social programs of the regular school should be attempted only after a careful consideration since some of these children may never be able to integrate fully into all of these programs.

The use of both teachers of deaf children and mentally retarded children was considered a very positive factor of this year's program. The social and educational problems presented by multiply handicapped deaf children are of enormous magnitude. Although educators of the deaf should play the major role in providing educational services to these children, it is my opinion that the expertise of other disciplines will be necessary to insure the greatest possible benefit.

James L. Collins, Ph. D.
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July 16, 1970

Mr. Windell W. Fewell
Assistant Superintendent
Indiana School for the Deaf
1200 East 42nd Street
Indianapolis, Indiana 46205

Dear Mr. Fewell:

As you requested I am writing my observations and evaluation for your 1970 Summer Session Program for Multiply Handicapped Deaf Children. First of all I would like to congratulate the school in its efforts to meet the educational needs of this very neglected group of multiply handicapped children. It would seem that your staff has been very resourceful in using various methods of working with the children and that you are doing the most practical thing in first selecting the group most likely to profit from an educational program before taking children of lesser ability.

Some of the children in the 1970 program obviously had very useful residual hearing and quite good oral communication. They appeared to be functioning as hard of hearing rather than deaf children. Some had hearing aids and the type of loss where hearing aids should be very useful. It would seem that there should be provisions for the use of group amplification in the classroom and for checking of individual aids to see that they are functioning properly. One child had an aid on that was not functioning presumably because of dead batteries and another's new recommended hearing aid had not yet been received. The teacher who had these children was not a teacher of the deaf and did not know the one aid was not working and how to use amplification. If children like these who are not profoundly deaf are to be in the program, it would seem that their residual hearing should be utilized to the greatest advantage for communication in addition to using manual communication and teaching it. It would seem that a school audiologist should be an integral part of the summer program, working with teachers and children in order to maximize the use of hearing in the school situation. Retarded children need to use every available means of communication - total communication - which would include the use of residual hearing, speech, gestures, signs, fingerspelling, reading, and writing. If the child

can obtain language through the ear or partially through the ear, this avenue should not be neglected. On the other hand, it should not be the only avenue used either. Rather a simultaneous use of signs, fingerspelling, hearing, speech, and when appropriate, reading and writing should be employed. The individual needs and abilities of the children in the auditory area should be considered. The materials used in the classrooms seemed to be excellent. I was particularly pleased to see the Frostig materials being used. Of the seven children I evaluated individually, five were left handed with visual motor and directional problems.

To provide maximum service in evaluation and advice to teachers, it would seem advisable to have the same psychologist be present for the entire summer session, if possible, in order to evaluate the changes taking place in the children as a result of the summer training session. If this is not possible, perhaps it could be arranged for the same psychologist to see the same children during the first week and during the last week of the summer session. Living on campus and seeing the children in the dining room, on the playground, and in informal groups as well as in the classrooms was invaluable. It was possible to become acquainted with the children so that formal testing was much easier. The children were used to seeing the psychologist around. Facilities for observation and evaluation were excellent and all staff seemed to be interested and most cooperative.

In the after-school recreational program it seemed that some of the groups were too large for certain activities and it would be better to divide the children into two groups for such activities as baseball so that the younger and smaller children can participate better and not have to compete with the larger and older children.

The teachers of trainable children who were not teachers of the deaf seemed to be frustrated and unsure of themselves. Probably some of this was due to the fact that they expected to have a more retarded group than was present. Teachers of educable mentally handicapped students would have probably been better able to meet these particular children's needs.

It would probably be helpful to have a full staff conference on each child with teachers, supervisors, dormitory and recreation personnel, psychologists, audiologists, social workers, administrators, and other pertinent personnel. The purpose of this would be to present a final evaluation of each child and recommendations for future education. Communication of this to parents would be important.

This has been a most interesting experience for me and I have been glad to contribute whatever I could to the program. The on-going study of the program is particularly important in order to try to provide education that will make it possible for these children to become useful members of society and to become able to communicate with their peers.

Sincerely,

Dorothy F. Kaufmann

(Mrs.) Dorothy F. Kaufmann
Acting Director of Clinical Services
and Psychologist

DFK:pll

Harry K. Easton, Ph. D.

111 N. Wabash, Suite 1318, Chicago, Illinois 60602

July 28, 1970

Mr. Wendell Fewell
Curriculum Projects Director
Indiana School for the Deaf
1200 E. 42nd Street
Indianapolis, Indiana 46205

Dear Mr. Fewell:

The following are my impressions concerning the multiply handicapped deaf summer school program which I observed on July 20, 21, and 22, 1970. I observed the program last year, and at that time I felt the program was filling a very grossly neglected area for the deaf. I state this because in my experience in Illinois and other areas of the midwest with which I am familiar, there are no facilities for the slow learning (IQ below 80) deaf child. In most cases he is placed in a special classroom for slow or mutliply handicapped hearing children. This arrangement is totally unrealistic for I believe that before any significant progress in education can be accomplished, the primary focus should be on an attempt to improve communication skills. I do not believe that teachers without experiences with deaf children can begin to comprehend the problems a deaf child faces in learning.

I am not telling you anythin new here. I merely want to emphasize to those who have financed your program that the need you are fulfilling is not obtainable in any other program.

Much of what I said in my report last year applies to my impressions this year. The approach using the manual language is excellent and in my view is the most desirable method with the type of child in the program. I was particularly impressed with the idea of having teachers from mentally retarded programs in other schools take part in your program. Although I detected some ambivalent feelings regarding the use of teachers without prior work with the deaf, I think this idea has a lot of possibilities. Most signifcant is the fact that if your program is not expanded, then there will be virtually no program for these children other than to be placed in special classes with hearing children. If you have helped some teachers from other schools to comprehend the problems of deafness and to communicate, then placement in retarded schools or even regular schools with special classes would not mean total isolation. The other aspect is that I believe teachers who work with the retarded have a lot to offer teachers of the deaf who work with mentally slow deaf children. So I am stressing the fact that both groups can contribute to each other and in doing this help the deaf child.

Another aspect which I think is of extreme importance is the misdiagnosed child. I have seen many deaf children diagnosed as severely or moderately retarded because of either inappropriate testing by those not familiar with deafness or from a gross educational and social deprivation. The child that comes to mind is Anita Combs, whom I saw last week. This girl has no previous educational experiences and such educational deprivation, associated with the isolation of deafness, can make test results highly questionable. One way to explore their

ability to function in school is to have them placed in a regular deaf program for trial evaluation. The other possibility would be the utilization of a special slow learning program, such as the present summer program, for the trial evaluation. Such a program would offer a more individualized learning experience and would not be as overwhelming to the child as a regular program would be. Their chances for obtaining both social and educational experiences are thereby enhanced. I think we need to give such children every benefit of the doubt by providing a program which can evaluate their abilities beyond the traditional IQ test.

My only criticism, and this is an unfair one, is that only a limited amount of work with the parents was done. Although this may be unrealistic since the parents of many of the children do not live near the school, I believe some contact with the parents could be accomplished. For example, if the parents were seen for a half-hour to forty-five minute session when they bring their child to the school and then again when the program was completed, I believe the parents would be in a better position to manage their child. I would emphasize that such counseling sessions present some realistic considerations as to the management of the deaf child, communication, and the need for them to encourage some independence. It has been my experience that deaf parents are all too frequently confused and discouraged by the conflicting opinions of well meaning professionals who have little knowledge about the problems of deafness. Let me add that I believe such counseling sessions should be done by a psychologist or someone experienced in counseling parents.

Another possibility regarding work with parents would be the utilization of group sessions. This approach would provide the desired contact with parents and yet could be accomplished in a reasonable amount of time which would be convenient for the parents. This idea is one that should be explored as it can assist parents with a minimal use of professional time.

Finally, I want to thank you for the privilege of helping you and your staff. It is always a pleasure for me to visit the Indiana School for the Deaf and the staff as they are professional and very enthusiastic about their work with the deaf. I would especially like to thank Don Bryan for his assistance during my visit.

Please let me know if you have any questions about this report. I will be looking forward to seeing you and your staff again if you feel I can be of assistance to you.

Very truly yours,

Harry K. Easton

Harry K. Easton, Ph.D.
Consulting Psychologist

HKE:ec

cc: Don Bryan
Jess Smith